

The Biodiversity of Insects on Glendon Campus

By: M. Vonica, M. Tausan, Y. Maiorova (contribution to research project), and S. Founev (contribution to research project)

GL/BIOL 3000 Suivi écologique en milieu urbain (Supervised by Dr. Laura McKinnon)

What

Dr. Laura McKinnon led a two-week intensive field course on Glendon campus with a class of 20+ students.

Learned data collection techniques and installation of monitoring equipment for various taxa of animals.

Course concluded with a group research project, applying skills learnt on an independent topic.



Figure 3: Dr. McKinnon banding a cardinal.

Our Study

Studied the effect of urbanization on insect abundance and biodiversity

Installed four pitfall traps in three different environments on campus –
 (1) in a secluded forest;
 (2) near the road;
 (3) by the Don River.

Collected data daily over one week at each site

Identified insect specimen using microscope analysis.



Figure 1: Sparrow caught in mist net.



Figure 2: Turtle being identified by Dr. Marc Dupuis –Desormeaux.

Importance

Small Scale:

1. Understand how different environmental conditions affect insect population
2. Strengthen the importance to preserve natural environments in a big city.

Large Scale:

1. Acquired crucial research skills necessary for a career and higher education
2. Collaborated with classmates on report

Findings & Conclusions

Highest biodiversity and abundance of insects in the secluded forest environment.

Lowest biodiversity and abundance in the environment near the Don River.

Significant evidence that sheltered forest habitats are best suited for insects to thrive

Insect species are crucial for terrestrial ecosystems, supporting vegetation growth and providing a food source.



Figure 4: Pitfall trap

Next Steps

Interesting:

1. Being hands-on with classroom knowledge
2. Experiencing animals of various taxa.

Challenges:

1. Unpredictable results of data collection
2. Unfamiliar hours and environments

Suggestions:

1. More time to collect specimen
2. Broaden research territory (around city)



Figure 5: Millipede under microscope observation.

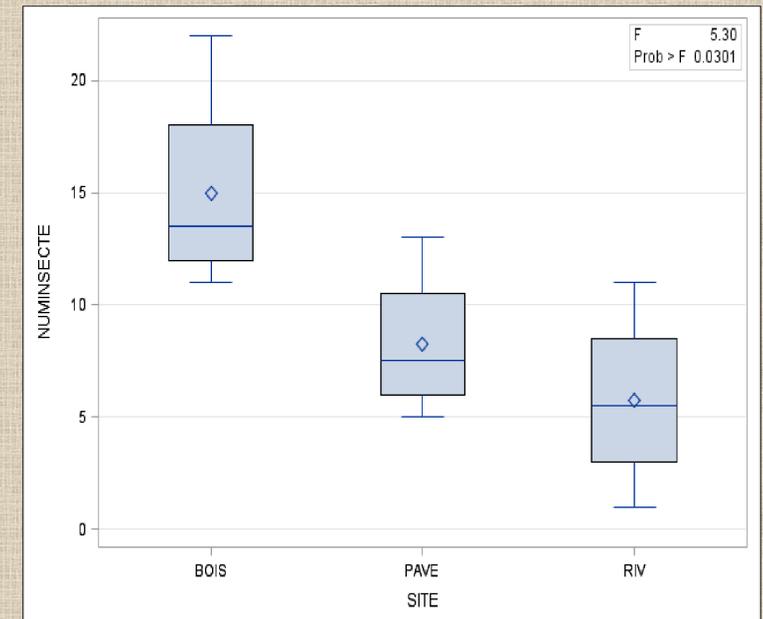


Figure 6: Abundance of insects among 3 sites.

Future students

1. Have patience in the research process. Constructing independent research projects require more effort and time
2. Embrace challenges: learning outside the classroom means thinking outside the box.
3. Apply newly-gained research skills to other projects: actively look for other opportunities to strengthen your knowledge.

Road to Success

Kiran Badial
Advanced Peer Leadership - BC3010 with Dr. Tanya Da Sylva

Difficulties

Online format made it difficult to successfully carry out large-scale events
 Difficulties resulted from lack of organization and communication

Introduction

Created a mental health awareness club, called Youth Zen Club, by using the knowledge gained from BC3010 (Advanced Peer Leadership) with Dr. Da Sylva

Lessons Learned

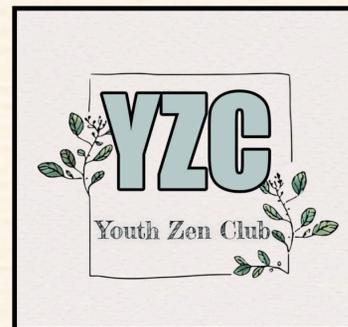
- Used the skills obtained from BC3010 towards developing myself as a leader
- A major skill for all leaders to have is the ability to adapt
- A good leader must also combine various skills such as great teamwork, communication and organizational skills

Overcoming Difficulties

To combat this, we decided to create an executive log

Each executive member would update their log with the tasks they intend to do for the week
 The task was filled in green once completed

President - Expectation: ~3 hrs/week	Date	Activities/Tasks	Hours Logged
November	Week 1, Nov 9	exec hours sheet	2
		card-making dropbox reminder	
	Week 2, Nov. 16	exec meeting #3	1
		brainstorm November plan	
December	Week 3, Nov. 23	Exec meeting #4	1.5
		retirement homes & RMCH	
		Active bystander training	
	Week 4, Nov. 30		
	Week 5, Dec. 7		
December	Week 6, Dec. 14		2
	Week 7, Dec. 21	Exec Meeting 4	
		Submit YFS tabling form	
	Week 8, Dec. 28	email scld about website	
	Week 9, Jan. 4	make teatime poster	



Successful Events

Successfully carried out future events once weak points were improved

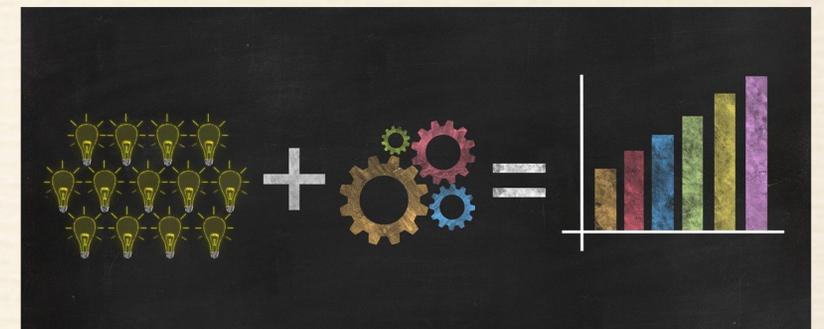


Image by ar130405 from Pixabay

Conclusion

Everything is an experience that you can learn from
 Being able to overcome obstacles while remaining resilient is crucial for all leaders

WHAT IS THE GLOBAL STREET THEATRE?

The Global Street Theatre engages scholars, artists, and activists in using performance as a way to create space for open dialogue. Taken into community spaces, Street theatre offers diverse perspectives, embodied forms of knowledge, and nurtures discourse along lines of difference.

The demands for social change must foster alternative perspectives. By imagining alternative relationships with our learning environment we can create spaces for discussing issues through play, improv, surprise, and critical reflection.

“HUMAN BEINGS ARE NOT BUILT IN SILENCE, BUT IN WORD, IN WORK, IN ACTION-REFLECTION”

WHY DOES THIS MATTER?

Can we imagine a global platform where acts of resistance and embodied knowledge collectively work toward better relationships with the environment, the world, and with human and non-human life.

As a major in Culture and Expression, I seek to understand how abstract ideas are affecting people to produce narratives of struggle, resistance, demand change, and imagine alternative ways of being in the world.

THE GLOBAL STREET THEATRE

EXPERIENTIAL

EDUCATION



HOW DOES THIS WORK?

Working on a virtual platform is challenging. With digital, as well as with print, the dimensions, layout, fonts, and scales, are crucial for communicating a message.

The DIY-zine has long been a tool for political and social activism. In contrast to an academic research paper, The use of imagery and type evokes a sense of urgency and reflection. The zine combines images, colours, fonts, and with minimal text, and can be taken-up in scholarly work.

Leadership requires critical listening, especially in collaborative environments, an openness to experiences and memories, and knowing when to be supportive. The knowledge, memory, and experience which is brought into forums must be open to alternative perspectives.

By Marvin Veloso

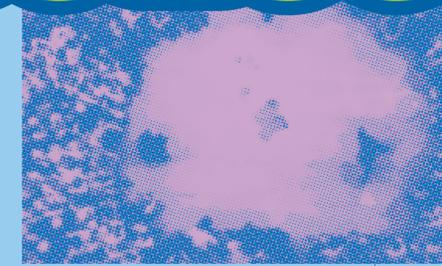
WHAT IS NEXT?

We produce knowledge everyday and learn in the act of doing. In this moment of turbulent change, the scales of justice can swing either way. Humanity is facing increasing existential crises from climate change, political instability, and the global pandemic has revealed the lingering inequalities and historical traumas, forcing us to realize that alternatives exist.

I imagine The Global Street Theatre as a collaborative project, publication, or research journal. In furthering my scholarly work, I am pursuing an MA in Performance studies or in Architecture and Urban planning. I want to imagine what these alternatives look like, how do we perform them, and what kind of spaces need to be created?

WHAT IS THE GLOBAL STREET THEATRE?

Cultural modes of expression like street theatre are an alternative pedagogical approach working class and oppressed populations use to educate, inform, mobilize, influence, and incite action (Boal). The objective of theatre is to transform spectators, through the use of it's arsenal of symbols, visualization, and communication tools, into subjects who launch into action.



OSGOODE MEDIATION CLINIC



INTRODUCTION

The Osgoode Mediation Clinical Intensive program, offered at Osgoode Hall Law School, provides students with theoretical and practical mediation training.

The OMC is run by students who provide free community and court-related mediation services under the supervision of the program Director and other mediation professionals.

The OMC students also create and deliver dispute resolution training seminars and workshops.

The OMC has 3 divisions: Youth & Family; St. Stephen's; and Clinic & Campus. As a member of the Clinic & Campus division, I provided services to students, staff, and the wider community.

TRAINING

Theoretical

- Conflict Styles
- Positions vs Interests
- Mediation Styles

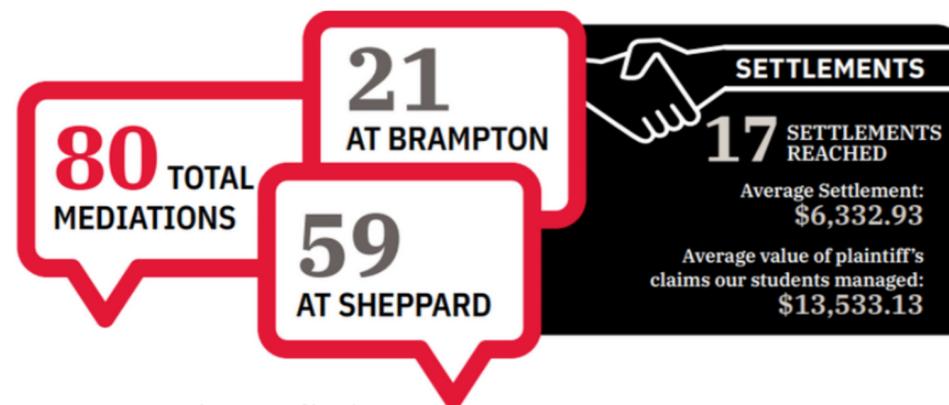
Practical:

- Mediation Certification Training Program
- Mediation Process
 - Case Preparation and Assessment
 - Mediation Session
 - Follow-up
- Mediators control the process; Parties control the problem

MEDIATIONS

Small Claims Court Mediations

- Cases
 - Dispute b/w employer and employee re: wages owed
 - Dispute b/w corporation and contractor re: invoice
 - Dispute b/w vendor and consumer re: quality of goods
- Coaches are invaluable
- Insight: Impersonal, Power Imbalances & Language Barriers



Community Mediations

- Cases
 - Dispute b/w professional business partners re: ownership
 - Dispute b/w professor and student re: academic credit
- Insight: Personal, Emotionally-Charged & More Time

WORKSHOPS

- "Mediation Basics" - INADR Competition
- "Negotiation Basics" - Seneca College Leadership Summit
- "Conflict Resolution" - York University Club Peer Mentors
- "Understanding Negotiations" - Women's Mental Health Talks

SKILLS

- Active Listening
- Information Gathering
- Effective Communicating
- Public Speaking
- Balancing preparation and adaptability
- Handling complex circumstances and emotions

IMPORTANCE

I am more aware of my role in dispute resolution, as both a facilitator and as a participant, in all professional and personal settings.

I discovered a passion for helping others and a spirit of collaboration.

I will use the mediation process in my legal practice to resolve disputes outside of the court system, thereby addressing the access to justice crisis and providing an option for parties with disputes that do not meet the legal threshold.

ADVICE

The OMC was the most impactful and rewarding law school experience. I would highly recommend taking any EE opportunity that interests you because the skills developed cannot be matched with in-class learning. You will gain self-confidence, self-awareness, and a better understanding of the world around you.



Trauma Link - An online hub for Front-line NGOs disseminating best practices in adult trauma therapy

Saif, H., Tabbara, H., Abdulhai, Y.

Who we are and what we did

Our 8-person student group, Trauma Link, from September 2019 to April 2020, led a project with Yonge Street Mission, to create an online hub for front-line NGO workers. Occurring both in and out of the classroom, the outcome of the project was to mobilize practices on adult trauma-informed care in an accessible for NGO staff.

What we learned



Communicating with diverse people

- Working well with each other despite different academic backgrounds by giving everyone an equal amount of respect and consideration.
- Important as communicating with different professionals in the real world is a necessary skill
- Communicating effectively was challenging
 - New to us
 - Difficult to learn while managing other responsibilities
- Interactions between each other helped us understand each other's approach and communicate effectively



We created an online hub educating front-line NGO on adult trauma therapy and practices and we learned to collaborate with people from different academic backgrounds, manage our time through changing deadlines and understand the processes that are required in pioneering a project in a real-world setting.



Managing our time

- Acquired by:
 - Meeting many deadlines that a successful project requires.
 - Creating new plans when deadline requirements changed
- Managing our time was challenging due to:
 - Different responsibilities requiring attention
- Delegating tasks when overwhelmed was one way we learned to manage our time.



Conducting a real-world project

- We experienced obstacles such as:
 - accessibility of stakeholders, info
 - Complexity of real-world solutions
- We saw segments of our academic program learning in our project while seeing extensions of that learning that we had never seen but were necessary.
- We applied knowledge we learned in our degrees to real-life situations.

For the future

- We learned:
 - Highly employable skills
 - Real-world insight on project management
- We could improve on:
 - Managing our expectations of completing tasks in a complex, real-world project.
- Future students should be able to:
 - Handle conflict, and setbacks as they build essential skills and traits
 - Have a guiding vision with metrics and deliverables for growth and improvement

LUHA

X



From Reverie to Reality: ART SPACES AS MEDIATORS TO SELF & COMMUNITY

I. ABOUT

The project is a three-month internship at Artery that led to the creation of our own collective, Luha. We had the opportunity to collaborate with Artery to curate and plan showcases within Toronto and also assist in their marketing strategy for their show at South by SouthWest in Austin, Texas.

II. SCENES

Artery turns every nook and cranny to pop-up shows. Their goal is to provide a space for artists, hosts and audience to have a space to gather and enjoy performances, art and culture. We created showcase templates for Artery's hosts and artists to take on. We also helped compile a list of local and upcoming artists. Lastly, Artery encouraged us to start our own collective by guiding us through the process of showcase ideation.

III. LEARNINGS

Artery and the course 3150 inspired us to pursue and utilize our skill sets. Our experience solidified our beliefs in ourselves as aspiring artists and curators in Toronto. As we build our very own platform, we want to take the inspiration and musings that we learned from this project as motivation in the process of our creation and production. This experience made us realize the relevance of relationality with ourselves and the community.

IV. AFTERWORD

3150's experiential learning transgress traditional classroom settings by teaching the importance of reflection and interior dialogue in understanding ourselves, others, the industry, and the world we live in. Platforms such as Artery serve as reminders that art is never confined by space and capital. It blooms with anyone, anywhere.

In the future, we hope for a more collective Toronto that follows Artery's model of providing constant collaboration among different communities.



COMMUNITY

A Teacher Candidate's Perspective on EE

By:
Niyousha
Ghomashchi

Where: Civic Centre Resource Library

When: 2019-2020 Academic Year

What: B.Ed. Practicum - Tutoring students grades 1-8 in math, science & English as part of the "Homework Help Program"

THIS EE EXPERIENCE IS
IMPORTANT
TO TEACHER EDUCATION &
TRAINING BECAUSE IT

HIGHLIGHTS:

1 The value of community members and other stakeholders to learning

2 The role of community in ensuring equity and a level playing field for all learners

3 The role of a safe and inclusive space to learning

4 The need for continuous reflection on one's biases, privileges, and impact as an educator

5 The value of adaptability and becoming comfortable with evolving educational demands



Photo by: prezi.com

Photo by: Niyousha Ghomashchi

BIGGEST CHALLENGE:

Working with a new age group & wide range of disabilities without training

BIGGEST REWARD:

Made me a better teacher who can think on her feet and see the community and its diversity through an asset-based lens

ALSO working with a new age group & wide range of disabilities without training

Advice to Students Interested in EE

I LEARNED HOW:

- to put 'Culturally Responsive Pedagogy' into practice
- to step outside my comfort zone
- to use the community to enrich my teaching
- to better meet the needs of diverse students
- limitless potential can be with a growth mindset

1. Keep it simple

2. Don't be afraid to make mistakes

3. You don't need to get every piece of homework done. Sometimes it's ok to just hang out and talk

Photo by: prezi.com

Art for Change

Mallayna Whittington

Inner City Angels: Bachelor of Education First Year Community Practicum

Introduction

During my Year 1 (practicum) as a Teacher Candidate of the B.Ed. Program, I had the pleasure of working as an artist's assistant with Inner City Angels, an organization that provides a balanced approach to arts education. This poster represents my experiences and lessons learned.



Life Changing Experiences

Providing art education to student in under-represented and disenfranchised communities

Through various art forms such as Indigenous story telling exploring different elements of art design to build community

Learning and developing strength based approach to positive reinforce and encourage students to cultivate their art skills

I strengthened my ability to teach student- directed or inquiry based learning through different elements of art design

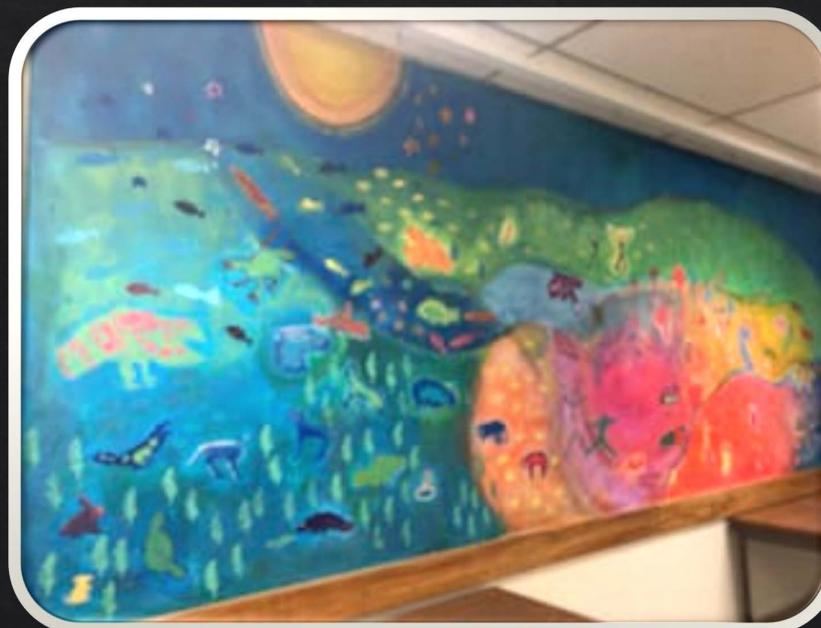
Sharpening my skills on classroom management and learning a variety of tools and skills to help foster creativity while keeping students on task



I Learned How to:

- Facilitate community building through my role as an Artist Assistant
- Foster and encourage student creativity
- Model unfamiliar art techniques
- Step out of my comfort zone

I was able to experience team- teaching in an environment outside of the classroom



What I learned

- How to use different art forms to explore socioeconomic and social justice issues through inquiry-based learning
- The importance of amplifying students voices
- How art allows students to express themselves in a non-traditional way
- How to build community with students and educators
- How to use these practices in my classrooms



Conclusion

My experience with Inner City Angels gave me the opportunity to enhance my pedagogy both inside and outside of the classroom. I developed a new appreciation for working with a diverse group of students which in turn helped sharpen my understanding of inquiry-based learning. Working with Inner City Angels helped me strengthen and gave me hand's on experience in classroom management all while amplifying student voices and fostering their creativity. Overall, my time spent with artists like Charmaine Lurch and Pria Muzumdar and others from the organization will be cherished. I look forward using everything that I learned though my practicum to continuing to develop both my personal and professional goals.

YOUNG REFUGEES & ASYLUM SEEKERS: BARRIERS, CHALLENGES AND SOLUTIONS

Humaima Ashfaque, BSc. Global Health, Faculty of Health, York University
Young Roots, United Kingdom

Abstract

The research was conducted to analyze the challenges/barriers that young refugees and asylum seekers face when assessing the social and health system of United Kingdom. A partnership must be created between the UK government, NHS, and the other social systems.



Introduction

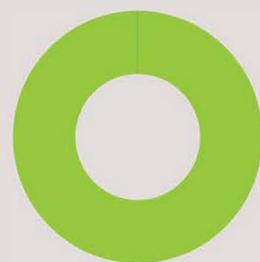
- The United Kingdom has a lower refugee acceptance rate of 1.6%. Asylum seekers in the country is 0.1% of the total population.
- SDOH factors such as access to safe and secure housing, education, and healthcare-including physical and mental health services impact asylum seekers' and young refugees' life chance of thriving in the UK

Refugees in UK
2.2%

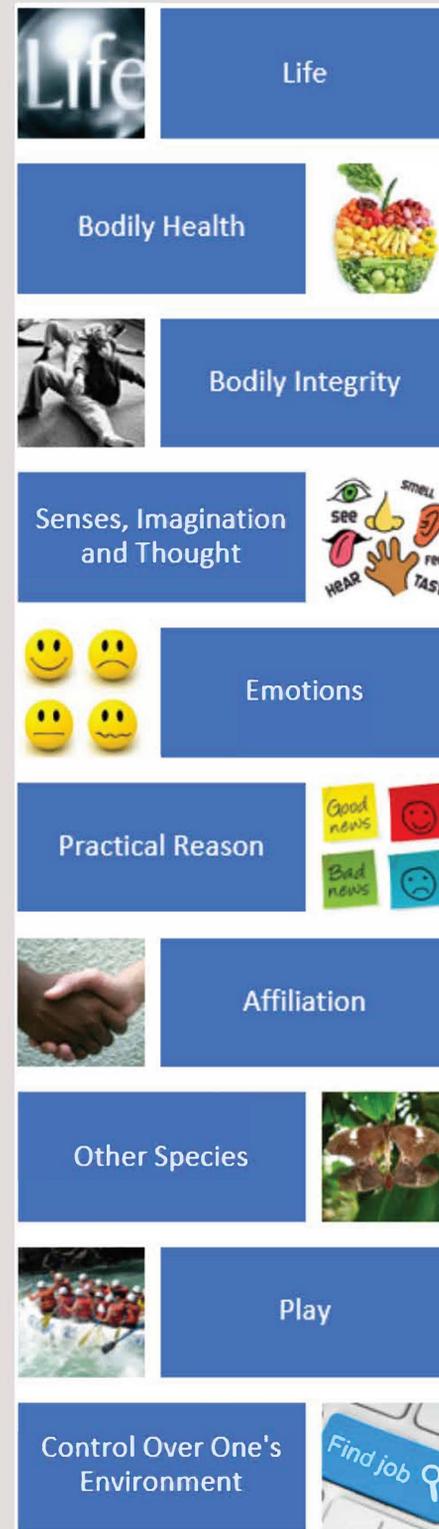


Refugees in Europe
97.8%

Population of Asylum Seekers
0.1%



UK Total Population
99.9%



Capabilities Theory

- Human rights and social justice-based approach to human well-being and development.
- Detailed approach that describes the challenges and barriers that young refugees and asylum seekers face.
- If a policy, process, treatment or the law violates the capabilities theories, then that respective policy, process, treatment or the law is unjustified and unethical.

NO STATUS = SAFE HOUSING
STATUS = EMPLOYMENT

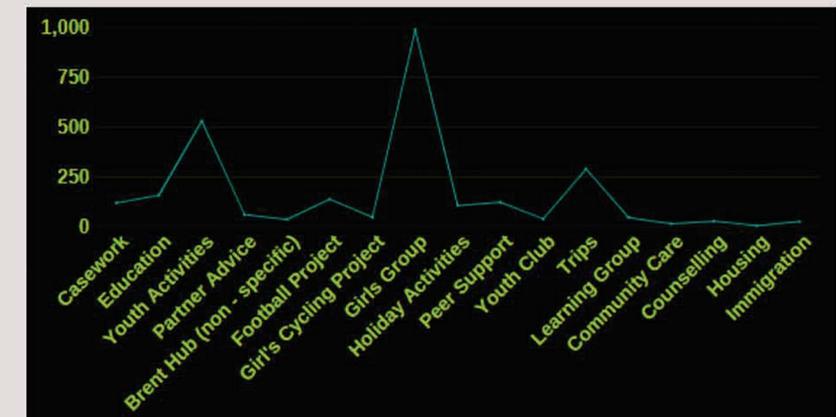
Young Roots

- Advocates and actively creates new partnerships to provide counselling, housing, educational, social and health supports for the young refugees and asylum seekers.

WE WORKED WITH OVER

650

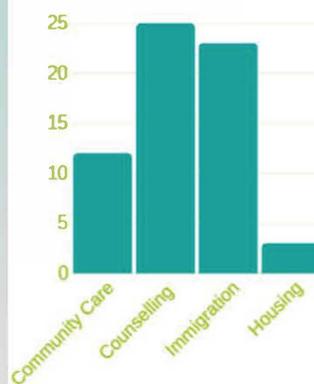
YOUNG REFUGEES & ASYLUM SEEKERS



Application

- The organization takes a capability approach to fight for young refugees and asylum seekers. Such as the age corrections with home office

Advice (Partners)



"My life before I got to know Young Roots was very difficult and there was no hope, but I have found hope now."

- Young Person

Thanks to Global Health Practicum Team, Young Roots Team, NHS and CCG in Brent and Croydon Teams.



Volunteering on Georgian Bay's Métis Council Learning a Culture While Supporting it Through a Pandemic



Kevin Moreau

York University Faculty of Education – B.Ed. Community Independent Study Unit (CISU)

Background

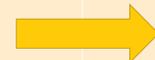
- My Experiential Education (EE) occurred during my CISU for the B.Ed. class EDPR1000.
- In the spring of 2020 the pandemic arrived as I took on a volunteering role as the Secretary of the Georgian Bay Métis Council. I worked with 9 other council members and MNO staff.
- Located only 2 hours north west of the city of Toronto, the GBMC cultural events and education prospects were impacted by the COVID-19 pandemic.
- The community and council had to adapt quickly to preserve and offer new services to it's members.

Objectives

- To provide a new path for Youth Cultural Events that are traditionally held in large groups and in close proximity.
- To mitigate the risk of youth falling behind in education due to the shift to online learning.
- To support citizens whose income and quality of life is suffering due to the pandemic.

Results

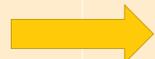
Youth Cultural Events



- Youth and social events could no longer take place in a safe manner.
- Concerns were for a lose of culture and awareness of heritage.

- Funds were reallocated to producing Cultural Kits. 50 youth between 0 and 12 YOA received kits with culturally relevant activities.

Youth Technological Assistance



- Youth could no longer reliably expect an in-class education.
- Concerns were that inequalities in access to education for Métis youth would be increased.

- Online surveys were sent to the community to determine the Technological needs of citizens.
- 62 Chromebooks have been distributed for youth remote schooling. A future 30 are funded.

Other

- Council round table meetings.
- Due to work closures and reduced prospects many families have struggles with funds.

- Zoom meetings and e-motion procedures were adopted.
- New initiatives were created: community industrial freezer, food cards, food baskets, children's x-mas gifts.

Reflections

- It was most interesting that **the pandemic caused the physical separation** of the council and the citizens, yet it resulted in galvanizing the community. **The yearning to overcome and to reach out produced a closeness** that transcended physical proximity.
- The **multimodal teaching concepts** covered in the first semester of the York U B.Ed. program, **facilitated much of the community outreach** and interactions needed to succeed in the Pandemic.
- Course content regarding the struggles of marginalized communities provides a shell, **once within the communities I was able to see its many layers and gems** within.
- **EE is an invaluable source to:**
 - i) enrich yourself culturally
 - ii) for self exploration
 - iii) support others

Further Information



- Georgian Bay Métis Council <https://georgianbaymetisCouncil.com>
- Métis Nation of Ontario www.metisnation.org
- I'm at GBMC.KevinMoreau@gmail.com if you have a question or comment.